B R A V O C O M P A N Y, 229th M I B A T T A L I O N

H E A D S T A R T I N F O R M A T I O N

NOTE: The following information has been adapted from AFELM Student Motivation And Retention Training (SMART) Course. The intent of making available to you in electronic format is to allow you to better use pre-course time to prepare to study. Areas covered include: 1) Learning styles and group dynamics; 2) DLI Learning objectives and proficiency levels; 3) Time management; and 4) Memory aids.

SECTION ONE: LEARNING STYLES AND GROUP DYNAMICS

Personality Indicator Tests for Group Dynamics

1. Tomorrow we will cover Group Dynamics. In order to discuss how groups form and to see how interpersonal relations affect groups, you will need to take one of two personality indicator tests. You have the option of taking either the Myers-Briggs Personality Indicator or the Keirsey Temperament Sorter. Both tests are based on Jungian psychology theories, the thesis of which is that all people can be categorized as belonging to one of 16 general personality types.

2. Your assignment for tomorrow is to take either of the two tests which are available via the Internet. Print out the results of the test and the description of your personality types. These materials should be brought to class tomorrow.

3. You may access the Internet sites from the computer positions in building 272, the AISO library, or computer labs in the NTTCD or 311th TRS. However, you will be given an opportunity to take the test this afternoon in building 272. If you need any assistance please see one of the Training Directorate staff.

4. You may take the test at either of these Internet sites:
   - http://www.keirsey.com/cgi-bin/keirsey/newkts.cgi
   - http://www.humanmetrics.com/cgi-win/J-type.exe

Learning Styles Survey

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STYLE ORIENTATION SCALE FOR LANGUAGE LEARNING
(SOS - L)

PURPOSE: The SOS-L is designed to assess your general approach to learning a new language---your language learning style. It does not predict your behavior in every instance, but it is a clear indication of your overall preferences in language learning.

FORMAT: The SOS-L is a checklist. For each item, select a number that represents your approach. Complete all items. There are five major activities representing five different aspects of your language learning style. At the end of each activity is a self-scoring key and an interpretation of the results.

TIMING: It generally takes 20 - 30 minutes to complete the SOS-L. Do not spend too much time on any item. Indicate your immediate response.

ACTIVITY 1: YOUR SENSORY PREFERENCES

For each item, put a check mark in the column under 0 for NEVER, 1 for SOMETIMES, or 2 for ALWAYS to indicate your general sensory preferences, not just in your language class.

		0	1	2
1.	I remember something better if I write it down.			
2.	I take lots of notes.			
3.	I can visualize pictures, numbers, words, or pages in my head.			
4.	I get distracted by background noise.			
5.	I have to look at someone in order to focus on what the person is saying.			
6.	I remember things better if I study aloud or discuss them with someone.			
7.	I prefer listening to a lecture or tape, rather than reading a textbook.			
8.	I can easily follow a speaker even if I don't see him or her.			
9.	I remember better what people say than what they look like.			
10.	I easily remember the jokes I hear.			
11.	I don't like to listen to or read directions; I'd rather just start doing things.			
12.	I like to work with objects, for example, building or making things.			
13.	I need frequent breaks.			
14.	I think better when I can move around, when I don't have to sit at a desk.			
15.	I use my fingers to count and/or I move my lips when I read.			

SCORING AND INTERPRETATION FOR ACTIVITY 1:

Now total your score for items 1-5: _____This indicates your **visual style preference**

items 6-10: _____ **auditory style preference**

items 11-15: _____ **hands-on style preference**

Based on these scores, write your strongest sensory preference here:_____

next sensory preference:_____

weakest sensory preference: _____

If any of your preferences are equal, write them here:_____

　　　　Your sensory preferences are likely to affect the way you learn a new language the best. For instance, if you are a visual person, you might rely on the sense of sight and feel more comfortable with reading activities than oral activities. If you are an auditory learner, you might prefer listening or speaking activities to reading assignments. If you are a hands-on learner, you might benefit from doing projects and moving around the room a lot. If two or all three of your sensory preferences are equally strong, you are flexible enough to enjoy a wide variety of activities.

　　　　Your teacher can help optimize your language learning by giving you activities that relate to your sensory preferences. On the other hand, activities that might not be quite as suited to your sensory preferences---for example, reading and writing exercises for an auditory person---will help you to stretch beyond your ordinary "comfort zone". Welcome activities that fit you to a "T", but also welcome those that give you a chance to practice your less favored senses.

ACTIVITY 2: YOUR RELATIONS WITH OTHERS

For each item, put a check mark in the column under 0 for NEVER, 1 for SOMETIMES, or 2 for ALWAYS to indicate your general relations with others, not just in your language class.

		0	1	2
1.	I easily make new friends			
2.	At parties or gatherings I feel energized and have fun.			
3.	I like groups of people.			
4.	It is pleasant or easy for me to talk to strangers.			
5.	In social groups, I easily keep up with news or gossip about other people.			
6.	I am rather shy and quiet most of the time.			
7.	I like to have deep friendships with just a few people.			
8.	It is hard for most people to get to know me.			
9.	People view me as more detached than sociable.			
10.	In a large group I listen rather than speak unless I know the people well.			

SCORING AND INTERPRETATION FOR ACTIVITY 2:

Now total your score for items 1-5: _____This indicates your **extroversion**, the degree to which you get your energy from people and events outside yourself.

items 6-10: _____ This indicates your **introversion**, the extent to which you receive your energy from ideas, feelings, or concepts inside yourself.

Based on these scores, write your strongest category here: _____

If you scored high on extroversion, you might enjoy a wide range of social, interactive events in the language classroom--games, storytelling, role-plays, skits. If you are more introverted, you might like to do more independent work or enjoy working in pairs with someone you know well.

ACTIVITY 3: YOUR RELATIONS WITH IDEAS

For each item, put a check mark in the column under 0 for NEVER, 1 for SOMETIMES, or 2 for ALWAYS to indicate your general relations with ideas, not just in your language class.

		0	1	2
1.	I have a vivid imagination.			
2.	I like to come up with lots of new ideas or options.			
3.	Step-by-step learning often bores me.			
4.	I like to discover major principles that might not be clear at first, rather than being told.			
5.	I consider myself original or even ingenious.			
6.	I am quite a practical, realistic person.			
7.	I am attracted to sensible people.			
8.	In learning, I like things presented in a step-by-step way.			
9.	I like concrete facts, not speculation or hidden meanings.			
10.	I prefer to avoid too many options from which to choose.			

SCORING AND INTERPRETATION FOR ACTIVITY 3:

Now total your score for items 1-5: _____This indicates how **intuitive** you are.

items 6-10: _____ This indicates how **concrete/ sequential** you are.

Based on these scores, write your strongest category here: _____

If you are intuitive, you might seek out the major principles or rules of the new language, like to speculate about possibilities (cultural or language related), enjoy abstract thinking, and avoid step-by-step instruction. You are much more random in your approach than your concrete/sequential classmates, who are likely to prefer step-by-step language activities and who might engage in a variety of multimedia memory strategies.

ACTIVITY 4: YOUR ORIENTATION TO LEARNING TASKS

For each item, put a check mark in the column under 0 for NEVER, 1 for SOMETIMES, or 2 for ALWAYS to indicate your general orientation to learning tasks, not just in your language class.

	0	1	2
1. I reach decisions quickly.			
2. I am an organized and punctual person.			
3. I make lists of things I need to do, and I generally follow through.			
4. If I'll be going somewhere, I like to plan in advance what I will be doing and approximately when.			
5. I start early so that I can finish before the deadline.			
6. I put off making decisions as long as I possibly can.			
7. I am a spontaneous person and do not like to plan ahead too much.			
8. Lists of tasks and deadlines depress me.			
9. I keep an open mind about things.			
10 I like to just let things happen.			

SCORING AND INTERPRETATION FOR ACTIVITY 4:

Now total your score for items 1-5: _____This indicates how much you need **closure**, that is, how immediately you need to reach decisions or finish tasks.

items 6-10: _____ This indicates how much you need **openness**, that is, how much you need to delay reaching decisions or finishing tasks.

Based on these scores, write your strongest category here: _____

If your score is higher for closure, you focus carefully on all tasks, meet deadlines, plan ahead for assignments, want explicit instruction, and ask for clear directions. If your score is higher for openness, you probably enjoy "discovery learning" in which you pick up information on your own, and you might prefer to relax and play with the language, without much concern for deadlines or planning ahead. Join forces with others who are not just like you, so you can learn to get things done while still having fun.

ACTIVITY 5: YOUR OVERALL ORIENTATION

For each item, put a check mark in the column under 0 for NEVER, 1 for SOMETIMES, or 2 for ALWAYS to indicate your overall orientation, not just in your language class.

		0	1	2
1.	Essay tests are easier for me than multiple-choice tests.			
2.	When I am studying, I look for similarities rather than differences.			
3.	I like getting the big picture before getting the details.			
4.	I enjoy summarizing and synthesizing.			
5.	Too many details tend to confuse me.			
6.	I like to see details before seeing the whole thing.			
7.	I like to break things down into pieces so I can understand them.			
8.	In taking on anything new, I look for differences rather than similarities.			
9.	Summarizing bores me.			
10.	I use logical analysis to solve problems.			

SCORING AND INTERPRETATION FOR ACTIVITY 5:

Now total your score for items 1-5: _____This is your **global** score.

items 6-10: _____ This is your **analytic** score.

Based on these scores, write your stronger preference here: _____

If you are more global, you might enjoy getting the main idea of a new language conversation or a reading passage by guessing the meaning of unknown words and might like to use strategies (such as gestures or paraphrasing) for communicating even without knowing all of the right phrases. But if you are more analytic, you might feel less comfortable with these rather holistic techniques and might focus more on language details, logical analysis of grammar points, and contrasts between English and the new language. Learn new techniques from those who are not as global or as analytic.

Name:_____

Rank:_____   Unit:_____

Please place a check mark by each learner style you have a preference in. If you did not have a preference in a continuum, place a check mark in the "None" item.

Part I. Sensory Preference

Visual ☐   Auditory ☐   Hands-on ☐   None ☐

Part II. Relations with Others

Extroversion ☐   Introversion ☐   None ☐

Part III. Relations with Ideas

Intuitive ☐   Concrete/Sequential ☐   None ☐

Part IV. Orientation to Tasks

Closure ☐   Openness ☐   None ☐

Part V. Overall Orientation

Global ☐   Analytic ☐   None ☐

LANGUAGE LEARNING STYLES
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Language learning Styles are the general approaches students use to learn a new language. These are the same styles they employ in learning many other subjects and solving problems of various kinds. We will discuss four central dimensions of language learning style: The analytic-global aspect, sensory preferences, intuition vs. sensory/sequential learning, and the orientation toward closure or openness.

Analytic-Global

One very important dimension of language learning styles is analytic vs. global. It contrasts focusing on the details vs. focusing on the main idea or big picture. This concept - the difference between a detail-oriented person and a holistic one - is incredibly important in language learning, because the two types of students react differently in the language classroom.

Analytic students tend to home in on grammatical details and often avoid more free-flowing communicative activities. They focus on contrastive analysis between languages, on rule-learning and on dissecting words and sentences. Because of their concern for accurate details, analytic learners do not like to guess, use synonyms, or paraphrase when, they do not know a particular word. They would rather look up the information and have it exactly right, rather than being content with the general communication of meaning.

In contrast, global students like socially interactive, communicative events in which they can emphasize the main idea. They find it hard to cope with what seems to them to be grammatical minutiae, and they avoid analysis of words, sentences, and rules when possible. Such students are happy with compensation strategies, such as guessing when they do not know a word, and in speaking or writing they feel free to use synonyms or paraphrases if they run into a communicative roadblock.

Sensory Preferences

Another very significant stylistic differences highlights sensory preferences: visual, auditory, and hands-on (a combination of kinesthetic and tactile). Sensory preferences refers to the physical, perceptual learning channels, with which the students is the most comfortable.

Visual students like to read and obtain a great deal of visual stimulation. For them, lectures, conversations, and oral directions without any visual back-up can be very confusing.

Auditory students, on the other hand, are comfortable without visual input and therefore enjoy lectures, conversations, and oral directions. They are excited by classroom, interactions in role-plays and similar activities. They sometimes, however, have difficulty with written work.

Hands-on students like lots of movement and enjoy working with tangible objects, collages, and flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move about the room.

Reid (1987) demonstrated that ESL students varied significantly in their sensory preferences, with people from different cultures differentially favoring different modalities for learning. Students from Asian cultures, for instance, are often highly visual. Many studies have found that Hispanics are frequently auditory, and Reid discovered that Japanese are very non-auditory. Many ESL students from a variety of cultures are hands-on learners, perhaps more than we at first imagine.

Intuitive/Random vs. Sensory/Sequential Learning

Another key aspect of learning style consists of intuitive/random learning vs. sensory/sequential learning. Intuitive students are able to think in abstract, large-sealed, nonsequential ways. Without being instructed to do so, such students are able to distill the main principles of how the new language works and thus conceive of the underlying language systems. They are often bored by concrete, step-by-step learning and would rather take daring intellectual leaps.

Sensory/sequential students are concerned with concrete facts presented in a step-by-step organized fashion. Abstract principles and underlying language systems are not very important to these learners, who just want to do the task at hand and move on to the next activity. They are frequently slow and steady, making progress at their own rate but achieving goals nevertheless. Randomness and lack of consistency in lessons plans are difficult for such students to handle.

For language teachers, it is sometimes hard to meet the needs of such very different kinds of learners, some who want fast and random things and others who prefers slower, more organized presentation. They key is to offer a highly organized structured that allows the sensory/sequential to be happy. This same structure must also, however, provide intuitive/random students with multiple option, branching activities, enrichment events, and other aids to help them feel at home.

Orientation to Closure

As final aspect of learning style is orientation to closure, or the degree to which the person needs to reach decision or clarity. this dimension is very closely related to tolerance of ambiguity.

Students who are oriented toward closure have a strong need for clarity in all aspects of language learning. They want lesson directions and grammar rules to be clearly spelled out and are unable to cope with much "slack in the system." Spontaneous, rollicking games and conversations in the language classrooms are not for such students – unless, of course, they have had adequate time to prepare their vocabulary lists and understand the rules involved in any given interaction. Students who want rapid closure are serious, hardworking learners who have developed useful metacognitive skills such as planning, organizing, and self-evaluation. They like control in their lives and in their learning. Sometimes their desire for closure and control can short-circuit their ability to participate in the open-ended communication that is necessary for developing fluency, as found in a study by Ehrman and Oxford (1989).

Students who have less of an orientation toward closure are sometimes known as "open learners." They take language learning far less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed and judged. Open learners frequently do not worry

about class deadlines. They are more concerned with having a good time in the language classroom and soaking up what learning they can by osmosis rather than hard effort. Because of their relaxed attitude, open learners sometime do better in developing fluency than do more closure-oriented learners (Ehrman & Oxford, 1989). Remaining open to new information without forming premature closure appears to be part of a continuous quest for meaning, according to that study.

Closure-oriented and open learners provide a good balance for each other in the language classroom. the former are the task-driven learners, and the latter know how to have fun. Each group can learn from the other. Skilled teacher sometimes consciously create cooperative groups that include both types of learners, since the learners can benefit from collaboration with each other.

Beyond the Stylistic Comfort Zone

Language learners need to make the most of their comfortable style preferences. But they also must extend themselves beyond their "stylistic comfort zone" to use techniques and behaviors that might not initially feel right to them. It is easy to see that learners cannot just use the old tried and true tactics; they need to develop others as well. For instance, an analytic learner cannot stay stuck in memorizing and analyzing vocabulary but must push hard for a more global understanding of meaning. A global student, conversely, needs to do some analysis in order to understand the structure of the language and learn how to communicate with precision and skill.

Teacher can help their students develop beyond the comfort zone dictated by their natural style preferences. They can do this by providing a wide range of classroom activities that cater to a variety of learning styles and that challenge students to try new things. The key is offering variety and change in activities within a steady, consistent, learner-oriented communicative approach.

SUMMARY OF STYLES

Global:

PROS:
- takes information randomly, i.e. no particular order pays attention to the concept/idea but not to the details
- uses intuition to get at the meaning likes to talk and listen rather than read
- looks at the big pictures and makes assumptions about smaller parts
- guesses and tries out a hunch, i.e. risk-taker
- needs meaningful context
- will probably be ahead of other students in the beginning
- likes socially interactive activities

CONS:
- may not be accurate
- overlooks details

Visual:

PROS:
- needs to see words, instructions, rules written on the board and in textbook
- likes to read and write (take notes)
- like to have handouts
- typically says: "I see...," "I get the picture..."
- finds lectures, oral instructions and conversations confusing
- tends to be more analytical than global

CONS:
- may have difficulty with role plays
- may have difficulty with open-ended questions
- may experience anxiety at having to perform.

Auditory:

PROS:
- likes to talk and listen rather than read
- tends to be more global than analytic
- typically says: "I got it...", "Now we are talking... ."
- likes oral directions, lectures, conversation

CONS:
- may have difficulty with written work
- may dislike working with a textbook and alone

Label the following learning strategies by learning style and use these ideas along with the student group ideas to formulate your study plan.

Flashcards:

_____ Separate the flash cards in to categories for parts of speech or type of vocab (e.g., occupation, animal, etc.)

_____ Color code the flashcards by category.

_____ Use pictures on one side of the flashcard and a sentence or phrase on the other (make sure that the new vocab word is in the target language).

_____ Turn over a noun card, a verb card, etc. Until you make a complete sentence. Say the sentence out loud and give a translation.

_____ Repetition and elaboration: Say the word, write the word, write a sentence using the word, then elaborate. For example, if the new word is 'reba' for fish, say 'reba, fish'; write the words reba and fish; write a sentence or two like "I caught a reba." "I like to catch reba." "It was a red reba?" "Did you catch a reba?"

_____ If the target language is built on a root system, try to find the stem or root of the new vocab word.

_____ Use the root or stem of the word to recall other known words to associate with the new vocab word.

_____ Tape the classroom activities to listen to later during your study review period.

_____ Highlight unknown words from reading texts.

_____ Keep a running list by topic of these unknown words with your guesses.

_____ Summarize what you learned from the class hour or a text in your own words, as if you had to teach someone else the material.

_____ Take notes during class. Reorganize your notes during your study session.

_____ Use co-locators, words that usually and logically follow other words; i.e., 'I talked on the ....' or 'Take out the ....'.

_____ Form a study group. Be sure to use the target language with each other as much as possible.

_____ Find a study partner. Set a goal with this person to use the target language for at least ten minutes non-stop for example.

_____ Talk to yourself.

_____ Use the Internet.

_____ Pick a topic that interest you. Research the topic in your target language to learn everything you can about it (chess, boxing, investing, etc.)

_____ Keep a daily journal in your target language.

_____ Work on a project with a teacher (e.g., write a story, transcribe, write a song, etc.).

_____ Get a Pen Pal.

_____ Choose a regular time to do a comprehensive vocab review (e.g., every third Sunday).

_____ Play target language music, radio broadcasts, etc. at home as background music.

_____ Use Lingnet.(lingnet.army.mil).
_____ Read daily news briefs in the target language.
_____ Write a dialogue with one partner in English and the other in the target language—like interpreting. Then carry out the dialogue.
_____ Before a Mod or Combined test, review one unit behind and one unit ahead.
_____ Go to a target language restaurant or bookstore.
_____ Choose a favorite artist/musician/composer/celebrity in you target country and learn as much as possible about that person.
_____ Join a target language choir or dance group.
_____ Take a target language cooking class (the City of Monterey Recreation Center offers such classes).
_____ Practice transcription and translation from TL to English and English to TL.
_____ Skim and gist large passages (written or audio). Get the main idea then write content questions to help you focus on specific information you anticipate encountering in the text.
_____ Listening Comprehension: Listen to text once for all KNOWN vocab and write it down. Listen again and focus on the unknown. Make educated guesses to fill in the gaps and predict what would complete the passage.

My learning strategy study plan

I will:

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$\Rightarrow$ _____

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SECTION TWO: DLI LEARNING OBJECTIVES AND PROFICIENCY LEVELS

FINAL LEARNING OBJECTIVES

Several government agencies for whom DLIFLC graduates will be working have determined precisely what skills foreign language students should have mastered upon completion of a DLIFLC language course. These skills are called *final learning objectives,* or *FLOs.* There are 33 objectives, which are divided into four categories.

- **Proficiency FLOs** (4 Global Language skills, as measured by the DLPT)
    - **listening**
    - **reading**
    - **speaking**
    - **writing**

- **Performance FLOs:**   The key to success in the FLO subskills is your ability to render Essential Elements of Information, EEIs. The EEIs answer questions about the main ideas of the text**: *who, what, when, where, why*.**
    - **Gisting:** Record key words, numbers, and essential elements of information, without repetition of information. Notes may be taken in English or in the target language. Student must be able to reproduce the essential meaning of a text into Standard English.
    - **Transcription:** With lexical aids and repetition of text, record on paper a verbatim rendition of a spoken target language text. Text may be either conversational in content or a broadcast.
    - **Summarizing:** Quickly read and summarize a foreign text, accurately and concisely identifying essential elements of information.
    - **Translating:** Translate a foreign language text of 200 words in length into idiomatic English in 60 minutes, with 80% accuracy.
    - **Numbers:** Record numbers in single or multiple digits, up to seven places. Given a recording of 100 random cardinal numbers, record numbers at 80 digits per minute with at least 80% accuracy.
    - **Numbers in Context:** Record in the target language 50 short phrases consisting of a mix of numbers, letters, and words at a rate of 25-40 words per minute to 70% accuracy.
    - **Written Texts:**
        - Given a foreign text, provide short questions in English covering the EEIs. (For example, fill out a questionnaire based on an interview with a person in the foreign language.)
        - Translate a foreign language spoken passage of 200 words in length into idiomatic English in 60 minutes, with 80% accuracy.

- **Area Studies Requirements**

  Understand level-two spoken or written passages referring to the following content areas.

  - **Military/Security:** Demonstrates general knowledge of military force structure, ranks, equipment and operations of the target country.
  - **Economic/Political:** Demonstrates basic knowledge of target country's currency, economy, internal politics, labor issues, industries, resources, products, trade and cultural exchanges, and international relations.
  - **Cultural/Social:** Knowledge of cultural, social, and historical events to include sports, major holidays, customs.
  - **Geography (Physical, political and economic):** General knowledge of the geographic areas where the target language is spoken, including: location, capitals, climate, major geopolitical divisions, mountains, lakes, rivers, coasts, ports, transportation links, and ethnic groups.

- **Enabling Objectives**

  These are the skills linguists need to develop in order to work successfully with difficult texts, as well as to build a basis for further study and improvement.

  - **Accuracy:** In order to ensure accuracy, students must learn to use known grammar rules and semantic guidelines, in order to complete elliptic thoughts, as well as to reconstruct garbled words or corrupt texts.
  - **Recognition of Carriers of Meaning:** Use those aspects of the language which carry meaning, to include abbreviations, intonation, word order, stress, and pitch.
  - **Text Processing Skills:** These are strategies for dealing with novel, or unfamiliar passages by locating important information in a text, following chains of reference, using context to establish meaning.
  - **Dictionary Usage:** This implies full knowledge of the alphabet and the order of letters in an alphabet. Learn to use a dictionary to its fullest extent to elucidate meaning, grammar, and structure.
  - **Conversation:** One of the most important means to improvement in a foreign language is to speak the language as much as possible, even after a student leaves DLI. Conversation sharpens memory, listening skills, note-taking, and helps to focus on details.

Final Learning Objectives for DLI Basic Programs

<u>Proficiency Objectives</u>

Listening	ILR Level 2 (facts from routine conversations on familiar topics)
Reading	ILR Level 2 (simple, authentic material on familiar topics)
Speaking	ILR Level 2 (routine, limited conversations on common topics)[1]
Writing	ILR Level 1+ (routine, short notes on routine topics)

<u>Performance Objectives</u>

Speaking	Bio data interview
	Problem solving (negotiate, determine, explain, resolve)
Interpreting	Translate, at least in summary, English and L_2 interchanges
Listening	Produce an English summary of a conversation
	Produce an English summary of a news broadcast
	Answer content questions about a conversation
	Answer content questions about a news broadcast
Transcribing	Transcribe text in native script (for transliteration, see below)
	Transcribe (single pass) decontextualized numbers
	Transcribe (single pass) numbers in context
Reading	Summarize a written L_2 text in clear, idiomatic English.
	Answer content questions about a written L_2 text
	Read reasonably legible native handwriting
Translating	Translate an L_2 text into idiomatic English
	Translate transcripts
	Translate an English text into L_2

<u>Content Objectives</u>

(Area Studies)	Military and Security
	Economic and Political
	Scientific and Technological
	Cultural and Social
	Geography (Physical, Political, Economic)

<u>Ancillary Objectives</u>

Manner or tenor	Level of style, cultural connotations, politeness forms
Colloquial Usage	Exposed to greatest extent possible
Accuracy	Understand language structure
Text Processing	Know techniques
Lexical Aids	Explicit introduction and practice required
Transliteration	Practice transcription in transliteration
Phonetics	Know commonly used military and civil systems
Future Growth	Know how to become more proficient after graduation

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[1] S2 is the graduation goal for all basic course students. Cryptologic mission training requires only S1. However, NSA also supports the S2 goal, recognizing that individual linguists may not always be required to do exclusively cryptologic work, and that speaking leads to higher listening and reading proficiency. S2 has been the requirement for all GITS (Interrogator) students since 1988 and for all Army students since the Feb 92 GOSC.

Proficiency Levels

Level 0+

No Proficiency

Listening: Can understand memorized phrases and get some main ideas when listening to:

- Areas concerning immediate needs.

Reading: Can recognize all letters in the printed version of an alphabet system when reading:

- Numbers.
- Isolated words and phrases.
- Personal and place names.
- Street signs.
- Office and shop designations.

Speaking: Can satisfy immediate needs using rehearsed utterances when speaking about:

- Immediate survival needs.

Tasks

- Greetings.
- Conversations with friends using memorized utterances.
- Unconnected words and phrases.
- Formulaic questions and answers.
- Reading schedules.
- Ads for food or cars (prices and models).
- Traffic signs.
- Menus.

Level 1

Elementary Proficiency

Listening: Can get the main idea when listening to:

- Statements about basic survival needs (meals, lodging, time, transportation, simple directions).
- Simple questions and answers.
- Route instructions.

Reading: Can get some main ideas when reading:

- Simple narratives of routine actions.
- Simple descriptions of people, places and things.
- Simple explanations intended for tourists.

Speaking: Can participate in simple conversations that include:

- Introductions, exchange of greetings and minimum courtesy requirements.
- Predictable personal and accommodation needs.
- Asking and answering questions.
- Simple biographical information.
- Explaining routine procedures.

Tasks

- Asking survival questions.
- Beginning to create with the language.
- Small talk.
- Telling about daily activities.
- Making routine appointments.
- Finding a job.
- Getting a telephone for an apartment.
- Renting a house.
- Accommodations.
- Shopping.
- Banking.
- Talking about family.
- Reading classified ads.
- Creating a classified ad.

Level 1+

Elementary Proficiency, plus

Listening: Can get the main idea and some facts when listening to:

- Short conversations about survival needs.
- Brief social conversations.
- Simple discourse.

Reading: Can get some main ideas and essential points when reading:

- Announcements.
- Simple narration of events.
- Simple biographical information.
- Social notices.
- Straightforward newspaper headlines.

Speaking: Can initiate and maintain predictable conversations that include:

- Travel and accommodation needs.
- Limited social demands.
- Very limited descriptions.

Level 2

Limited Working Proficiency

Listening: Can understand the facts when listening to:

- Descriptions.
- Narrations of past, present and future events.
- Conversations about everyday topics:
    - Personal and family news.
    - Well-known current events.
    - Routine office matters.

Reading: Can locate and understand main ideas and details when reading:

- Simple, factual, familiar materials.
- Descriptions and narrations of frequently occurring events.
- Simple biographical information.
- Social notices.
- Formulaic business letters.
- Simple technical materials.

Speaking: Can participate in extensive casual conversations about work, family and current events:

- Can ask and answer predictable questions at work.
- Can give complicated, detailed directions.
- Can make non-routine changes and arrangements.
- Can describe and narrate in the past, present and future.

Tasks

- Narrating in the past: things that have happened.
- Making future plans.
- Giving and understanding explanations.
- Listening to the news (predictable format).
- Giving and understanding directions.
- Dealing with unfriendly natives and complicated situations.

Level 2+

Limited Working Proficiency, plus

Listening: Can understand the facts plus some implications and emotional overtones when listening to:

- Most routine social conversations.
- Most work related conversations.
- Some concrete discussions in a specialized field.

Reading: Can locate and understand the main idea and most facts when reading:

- Factual, non-technical prose.
- Some concrete discourse in a professional field.
- Can make sensible guesses about unfamiliar material.

Speaking: Can participate in most social, formal and informal interactions:

- Can satisfy work requirements.
- Can communicate effectively in a specialized field.

Level 3

General Proficiency

Listening: Can understand the essentials of all speech including technical discussions within a special field when listening to:

- Hypothesized and supported opinions**.**
- Conversations between educated native speakers.
- Clear telephone calls.
- Radio broadcasts.
- News stories.
- Oral reports.
- Speech affected by emotional overtones.
- Implications in speech.

Reading: Can read within a normal range of speed and with almost complete comprehension when reading:

- A variety of prose material.
- International news items in major periodicals.
- Technical material in his/her professional field.
- All of which may include hypothesis, argumentation and supported opinions.

Speaking: Can speak the language with sufficient structural accuracy to participate effectively in formal and informal conversations when speaking about:

- Answering objections.
- Clarifying points.
- Justifying decisions.
- Stating and defending policy.
- Conducting meetings.
- Delivering briefings.
- Extended or elaborate informative monologues.

Tasks

- Being aware of cultural factors.
- Discussing the news.
- Expressing an opinion.
- Discussing problems.
- Dealing with unfamiliar situations.
- Understanding humor.
- Beginning to negotiate.
- Being able to function in a professional environment.

Level 3+

General Proficiency, plus

Listening: Can comprehend most of the content and intent when listening to:

- A variety of forms and styles of speech.
- Sociolinguistic and cultural references.
- Unusually complex structures in lengthy utterances.
- Language tailored to different audiences.
- Speeches covering editorial, conjectural and literary matter in subject areas directed to the general listener.

Reading: Can comprehend a variety of styles and forms pertinent to professional needs when reading:

- Material with many sociolinguistic and cultural references.
- A range of intentionally complex structures, low frequency idioms and uncommon connotative intentions.
- Contemporary expository, technical of literary texts.

Speaking: Can often use the language to satisfy professional needs in a wide range of demanding tasks when speaking about:

- Low and medium frequency items.
- Sociolinguistic/cultural references and nuances of close synonyms.
- A wide rang of contexts and tasks, often matching a native speaker's strategic   and organizational abilities and expectations.

Level 4

Advanced Professional Proficiency

Listening: Can understand all forms and styles of speech pertinent to professional needs when listening to:

- Language specifically tailored, such as:
  - persuasion
  - representation
  - counseling
  - negotiating
- Language in unfavorable conditions, for example through bad loudspeakers outdoors.
- Sophisticated listening materials in the context of broad experience.

Reading: Can read fluently and accurately all styles and forms of the language pertinent to professional needs by:

- Relating inferences in the text to real-world knowledge.
- "Reading between the lines" (understand full ramifications of texts as they are situated in the wider cultural, political and social environment).
- Discerning relationships among sophisticated written materials.

Speaking: Can use the language fluently and accurately on all levels pertinent to professional needs when speaking about:

- Concepts which are fundamentally different of the target culture.
- Playing an effective role among native speakers in such contexts as conferences, lectures and debates on matters of disagreement.
- An advocated position, using sophisticated verbal strategies.

Level 4+

Advanced Professional Proficiency, plus

Listening: Can understand:

- Extremely difficult and abstract speech.
- All forms and styles of speech pertinent to professional needs, including social conversations.

Reading: Ability to read and understand:

- Extremely difficult or abstract prose.
- A very wide variety of vocabulary, idioms, colloquialisms and slang.

Speaking: Proficiency is regularly superior in all respects, equivalent to that of a well-educated, highly articulate native speaker by:

- Organizing discourse well.
- Employing functional rhetorical speech devices.
- Applying a native speaker's social and circumstantial knowledge.

Level 5

Highly Articulate Native Proficiency

Listening: Can comprehend equivalent to that of the well-educated native listener as well as:

- Understanding a number of regional and illiterate dialects.
- Understanding highly colloquial speech.
- Understanding conversations and discourse distorted by marked interference and other noise.

Reading: Proficiency is functionally equivalent to that of a well-educated native reader when reading:

- Extremely difficult and abstract prose:
    - General legal
    - Technical
    - Highly colloquial
- Contemporary avant-garde prose.
- Poetry.
- Theatrical writing.

Speaking: Proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken.

Summary

Level 0   No proficiency

Level 1   Elementary Proficiency

Level 2   Limited Working Proficiency

Level 3   General Proficiency

Level 4   Advanced Professional Proficiency

Level 5   Highly Articulate Native Proficiency

SECTION FOUR: TIME MANAGEMENT

MANAGING YOUR TIME

This is an exercise designed to test your skill in planning your own time. Below is a list of tasks which demand your time; next to each task is the duration it will take and some amplifying information. READ THE ENTIRE TASK.

You have several things to accomplish.

First, mark each task that is a priority—those things you MUST do during the day you are planning. (Just circle the number to show it's a priority.) Please note that there are too many tasks to accomplish in just one day, so you must decide what you <u>must</u> do, what you <u>might</u> have time for, and what you <u>can't</u> fit in.

Second, make a schedule (using the attached blank schedule) and include all the tasks you circled as priorities.

TASKS:
1. DLIFLC class (7 hours): you must attend class; class is from 0755 - 1150, and 1300 - 1530.
2. Eat breakfast (30 minutes): it's up to you if you want to eat breakfast but according to many sources, eating breakfast is one of the best things you can do for your body and brain.
3. Eat lunch (50 minutes): the chow hall line is pretty long, so you must spend time in line as well as take time to eat, plus you have to get there and back.
4. Eat dinner with friends (1 ½ hours): a couple of classmates have asked you to go downtown to a restaurant just for a change of pace from the chow hall; they're leaving at 1800.
5. Go to a movie with friends (2 hours): some friends are going to the movies and want you to come with them; you really like one of them and wouldn't want to give them the impression you don't want to "hang around" them; they want to leave around 1900.
6. Shower / bath / other personal hygiene (35 minutes): you've got to do this some time during the day.
7. Get a haircut—for males (45 minutes): an NCO / Petty Officer brought it to your attention yesterday that you need a haircut; the line is long at the barber shop, so it takes a while. The barber shop closes at 1800.
8. Do your hair—for females (20 minutes): you were cautioned yesterday that your hair wasn't up to standards for military grooming for females, so it takes a while to get your hair "just right."
9. Write a letter to a family member (20 minutes): you haven't written your family in over two weeks and you know they are starting to worry.
10. Long distance phone call (20 minutes): the phone rings and it's an old friend from high school with whom you haven't talked for over three months.
11. Work on vocabulary (45 minutes): there will be a quiz in the morning on lots of new vocabulary just introduced in class.

12. Do grammar homework (1 hour): there isn't a test tomorrow but this is assigned for completion tomorrow; also, you had a very difficult time with the grammar yesterday in class and the teacher says the next big test will have lots of this material on it.
13. Work on reading comprehension (45 minutes): this isn't difficult but there's always so much, you don't want to get behind—and there's a quiz in two days on this material.
14. Meeting with your MTL (Air Force) / DCPO (Navy) (30 minutes): you received a message to contact your MTL / DCPO because he needs to meet with you on some important administrative matters.
15. Physical training (1 ½ hours): this is a mandatory formation and you must attend; by the way, you should clean-up afterwards as well. You need to get ready right after class lets out.
16. Education office (30 minutes): you are really interested in educational opportunities while in the military and you need to talk with the education services advisor; the Education Office closes at 1800.
17. Shopping (40 minutes): you're out of some basic necessities (starch, notebook, soda, etc.) and you have to get to the PX to buy them; don't forget, the line at the PX can get pretty long some times and it takes time to get there and back. The PX closes at 1930.
18. Laundry (30 minutes): you haven't done laundry in about a week and you don't have any socks for tomorrow; although you don't have to stand beside the washer and dryer the whole time it takes to do laundry, you still have to spend time loading and unloading machines, as well as putting away your clothes.
19. Watch TV (1 hour): you really want to watch tonight's episode of "Friends" (or "Melrose Place" or "Real World") because you know everyone else will be talking about it tomorrow and you don't want to be left out of the conversation; show starts at 2030.
20. Sleep (7 hours): you've been feeling a bit "under the weather" lately and you really need to get some rest to keep up your body's resistance.
21. Morning formation (15 minutes): this is a mandatory formation starting at 0730.
22. Prepare uniform (10 minutes): your shirt / blouse is wrinkled and your shoes need some attention as well; remember it takes time to put away things to keep your room in order.
23. Details (20 minutes): you have assigned details that must be accomplished properly before attending class.

My Schedule for Tomorrow

TIME	TASK	NOTES
0500		
0530		
0600		
0630		
0700		
0730		
0800		
0830		
0900		
0930		
1000		
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2330		

HOW TO IMPROVE YOUR MEMORY

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How does our memory work?

  We remember things by association. Every piece of information in our memory is connected to other pieces in some way or another. For example, if you are given the word "apple", what do you think of? Perhaps something like this:

- APPLE: red, round, sweet, teacher, tree, fruit

  But it's unlikely that we might see "apple" and think of "dog" (unless you remember some funny incident in which your dog investigated an apple). And what if you were asked what the 7th letter of the alphabet was? Chances are, you wouldn't know that "G = 7," but you could easily think to yourself, "A B C D E F G," and then say "G". You used association to get to the letter G, because you knew A was the first letter, then you kept choosing the next letter in the sequence until you got to the right one.

Why do most of us have a bad memory?

  Most of us don't. Most of us have a really good memory, but we just don't have practice in using it efficiently.

If the above is true, then why is it so hard for me to remember things?

  As stated before, our memory works by association. If there is no obvious association between things, it's very difficult to remember them. For example, suppose you needed to remember that your plane takes off at 2 P.M. There is nothing about the plane that would suggest the number 2 more than it would any other number (at least at first glance). Therefore, 2 is easily forgotten. Likewise, how does your best friend relate to his phone number, an arbitrary string of digits? Or how does a new word, like "hypothalamus," relate to what it represents?

How can we learn to remember things better?

  Simple. If memory works by association, we actively work to **create** an association between two bits of information. For example, for the plane that we need to catch at 2 P.M., we can imagine the plane in our mind, and notice that it has 2 wings. Two wings, 2 P.M. There's an association. We are now ten times more likely to remember the take-off time long after it has faded from our short-term memory.

  Sometimes an association comes very easily. For example, suppose you are introduced to a Mr. Hill who lives on a hill at the end of town. Mr. Hill on a hill. Pretty easy, huh? Or what if you're trying to remember the classroom number for a Chemistry class, and it just so turns out that it's the same as your dorm room number. Another natural association! Do you think you'll have a problem remembering it?

When pieces of information are not obviously related in any way, however, we have to be a bit more creative in linking things together. But it isn't as hard as it seems. Most of us learned rhymes and acronyms <acro.htm> in school that helped us remember things. Do any of the following look familiar to you?

- i before e except after c, or when sounded like a as in neighbor and weigh (rule for remembering ei or ie)
- ROY G. BIV (colors of the rainbow)
- **A**ll **c**ows **e**at **g**rass; **E**very **g**ood **b**oy **d**oes **f**ine (notes of musical scale)
- **N**ever **e**at **s**our **w**atermelons (directions on a compass)

Why do they work? Because they form an easy-to-remember and clever **association** between themselves and the information that is to be remembered.

The idea is to be creative and clever. You don't have to invent a rhyme or a poem every time you want to remember something, though -- just think of a picture in your mind that links pieces of information together, preferably something unusual or silly so it is more memorable. For example, suppose you want to remember that the football field is on Maple Street. You might imagine in your mind a burly football player eating a **football** for breakfast... he pours some **maple** syrup on the football, cuts off a chunk and eats it!

To demonstrate how effectively this works, look at the following list of words, and try to come up with an association between the left word and the right word of each row. Some will be easy; others may be harder. As an example, for the first pair, you might want to imagine a mouse that has a long, wavy tail that is in the shape of the letter S.

mouse	S
fur	R
train	bridge
moat	boat
popcorn	chair
elephant	pancake
toothbrush	canal
umbrella	triangle

After you have formed the associations (if you had trouble on one or two of them, that's okay; just skip them for now), cover up the right side of the list and then try to name the word associated with each word on the left. If you formed vivid, clear associations, you may be surprised at how quickly and easily you were able to remember everything!

At this point, you may be somewhat skeptical at our new memorization scheme. You may be asking, "Are you telling me that every time I need to memorize something important, I'm supposed to invent some clever or silly association between pieces of information?" <assoc.htm> The answer is, yes! It is a time-proven method that works, and it is consistent with what psychologists have discovered about the human memory. We know that memory works best by association, and we are simply taking advantage of that property to help us remember things more easily.

Here are some other properties of memory:

Law of Recency:

We are more likely to remember things that happened recently than those that happened a long time ago. You can probably remember what you had for dinner yesterday, but not what you ate for dinner two weeks ago today.

Law of Vividness:

We tend to remember the most spectacular or striking impressions rather than those that are more ordinary. You can probably remember what you did on your last birthday, or perhaps the Space Shuttle Challenger explosion, but not what happened on the previous day of those occasions (unless, that too, was a "special" occasion).

Law of Frequency:

We tend to remember things we experience the most often, rather than those we experience only once in a while. You are much more likely to remember your name or your phone number than the square root of 3 (unless you are a mathematician).

We can take advantage of these laws, too. For example, we all know that if we repeat a word or phrase 20 times, we can remember it more easily.

What about the "Law of vividness?" Well, suppose we wanted to memorize the pair of words "trowel" and "cake". We might think of our using a trowel to pick up part of a cake-like chunk of cement. Or what about this: a little girl walks up to a table which you are seated at, carrying a trowel. Smiling, she lifts it up and shoves it right into your beautiful birthday cake! Which of these two associations is easier to remember? Surely, the second one, because it's much more vivid. This is why, when we try to invent associations, the rule is: "the sillier, the better!"

What if I memorize too many "bits and pieces of useless information"?

As far as psychologists can tell, the human brain has a **limitless** capacity for holding information. This means that our brains will never "fill up." New information may, however, interfere with information learned in the past, making the older information more difficult to remember. To avoid this problem, a little "management" may be required.

For temporary things, such as memorizing the time of a doctor's appointment or the name of some person you are going to call once (but not ever again), do nothing. Because we no longer need this information, eventually we will forget it.

For more permanent things, such as memorizing trivia facts, phone numbers, license plates, etc., deliberately go back over all the things you've learned on a particular day and think of the pictures you came up with again. Do this every few hours or so. Then recall the new information once a day for a few days. By the end of a week, the things you have memorized will have become almost permanently fixed.

What about all of the silly pictures? Will our minds be cluttered up with all of them? Probably not. If we recall a piece of information often enough, eventually we will no longer need the picture to remember it. Going back to the football field example, if you keep having to recall that it is on Maple Street, eventually you will think "Football field = Maple Street" without even thinking of the football player's strange breakfast. And if you no longer have to remember that picture, it will become forgotten... and perhaps even "recycled" and used again in a future association.

What if I can't think of an association?

All of the examples given thus far have had easy associations -- the association was either very obvious, or there were two words that could be pictured very easily together in the mind. But what about words that can't be pictured so easily? Don't panic, there are other techniques that can be used.

Suppose you want to memorize that James Barstow lives on Lincoln Street. Instinct should tell you to somehow link "Barstow" with "Lincoln," but neither word forms a nice mental picture. So let's make one by finding words that either sound like or are directly related to the real words we want to use. For "Barstow," you could choose "bar stove." For "Lincoln," you might think of a penny, for President Lincoln's picture is on a penny. You could then picture Mr. Barstow, serving drinks at a bar (never mind that he isn't really a bartender). He goes over to this funny-looking stove, which is made entirely out of copper. Four electric burners are on this stove, each looking just like a giant penny. He looks down at the burners, and President Lincoln winks at him! How about applying this same technique to learn new vocabulary words <vocab.htm>? I remember having to learn about various parts of the brain in Psychology class, and I used memory techniques to quickly memorize all the new words. One of the parts was the "parietal lobe," the part of the cerebral cortex which interprets touch. I thought of a **parrot** (sounds sort of like "parietal") pecking at some food in my hand, and the brain **feeling** some sharp pain! Another part was the "temporal lobe," which interprets hearing. I thought of myself **listening** to a happy song with an up-beat **tempo**.

Memorizing Numbers

We live in a society filled with numbers: social security numbers, dates, license plate numbers, prices, zip codes, etc. Yet without a special technique, numbers are very difficult to memorize because they are so hard to associate. Our brains think with pictures, not with numbers. It's easier for us to visualize an elephant eating a ham sandwich than to picture the string of numbers $2,347.91. But what if we could mentally convert a number into a word, a word that represents a mental picture? It turns out that we **can**.

Suppose we assigned each of the digits 0 through 9 to a consonant. Then, when we want to remember a number, we convert the number into consonants, insert vowels, and form a word. This word can then be used to form an association much more readily, rather than trying to use the number itself.

As an example, suppose we want to remember that the Old Testament has 39 books, and suppose 3 and 9 translated into M and P, respectively. We could then insert the vowel A between the consonants to come up with the word "map". We would then visualize a huge map in front of us, with the Mediterranean Sea, Israel, Egypt, Mt. Sinai, etc.: a nice **map** of the Old Testament. Two weeks later we want to remember how many books were in the Old Testament. We recall that huge map with all the places on it. MAP... consonants are M and P... that's 3 and 9. 39! We did it! That's sort of a roundabout way of doing it, but it works, because of the associations.

So, you ask, how do I know that M is 3 and P is 9? The answer is that you must first memorize the following table of consonants and digits. Oh dear, you say. But wait... once this chart is memorized, it can be used for life! And second, there's even a scheme to associate the numbers with the letters!

NUMBER	LETTER/SOUND	MEMORY AID
1	t, d	t has one downstroke
2	n	n has two downstrokes
3	m	m has three downstrokes
4	r	"four" ends with R
5	l	Latin 50 = L
6	j, sh, ch	J reversed looks like 6
7	k, g (hard)	Visualize a K drawn with two 7s
8	f, v	Cursive f has two loops like an 8
9	p, b	P reversed looks like 9
0	z, s	"zero" starts with Z

This is the standardized mnemonic system used by memory experts. It has been optimized in order to make it easy to learn and use. Note that pairs of letters have been grouped together because of their phonetic similarity, such as t and d or p and b. If you are not familiar with phonetics, whisper the word "dog." Notice that it sounds like "tok". This is how you can tell which sounds are phonetically similar.

Here are some rules about using the number alphabet:

- The alphabet is strictly phonetic. For example, the word "cough" should be thought of as KoF and translated into 78; "gem" is pronounced JeM and is thus 63.
- Double letters are not counted. For example, "Butter" translates into B, T and R (only one T).
- Three consonant sounds do not appear in the chart: W, H and Y. Why, you ask? Good question! Good answer!
- Vowels are always ignored, as well as W, H and Y mentioned above. The long word "hollow," for example, contains just one useful letter: L.
- When creating words from consonants, vivid nouns usually work the best, rather than adjectives, verbs or other related words.

Before reading further, take a few minutes to memorize the number alphabet. Thanks to the memory aids, it shouldn't take long. Cover all but the "number" column and try to name the letter or letters. Then write the groups of letters in random order on a piece of paper, look at the letter groups, and try to come up with the number.

You are now ready to memorize most any kind of number! Suppose you need to remember that a bowling tournament is being held on the 25th of this month. 25 translates into NL which might stand for "nail." Now picture yourself bowling, but when the ball hits the pins, the ball surprisingly bounces back! That's because someone nailed the pins to the floor. Bowling, nail, NL, 25, 25th. It works!

What about the periodic number for Potassium (19)? Perhaps you will think of bananas, which have lots of potassium, sitting on a **table**. Table = TBL = 195. But note that the number for potassium only has two digits, so we can throw out the extra 5. We get 19! How about silver (47)? Perhaps a RAKE made of pure silver? How about gold (79)? Perhaps you might think of a mysterious person in town who has gold in his **cupboard**? Pronounce it "kubbard," throw out the extra numbers, and you get KB = 79.

What about much longer numbers, like an employee ID number of 857502? It would be almost impossible for you to come up with a word that fits "FLKLSN," and it would also be hard to come up with a series of words that don't have any extra, unwanted letters in them. Let's break it down into three parts: 85-75-02. Now, let's come up with a word for each part. Perhaps file, coal and sniff. Sniff represents 028, but since we are memorizing only pairs, any extra numbers are

ignored. Imagine you come into your office, and go to your FILE cabinet. Opening it, you see that someone has dumped **coal** into it! And then when you **sniff** the drawer, it smells awful! The next time you fill out some form at the office, all you have to do is remember that story, and then write down 857502 instinctively.

Memorizing Short Lists

Suppose you're going to the store for groceries and you need the following five items: eggs, bread, bacon, cheese and milk. How can you remember the list? For short lists, the easiest way is simply to "link" the words together in a long chain, like this:

eggs -> bread -> bacon -> cheese -> milk

Then, think of some animated story in your mind to link the items together. For example, imagine walking to the store with a grocery bag in your hand. We start with a grocery bag because it's a grocery list -- it would be difficult to jump immediately to eggs. On a street corner someone appears from nowhere, hands you an **egg** then walks off. Dazed, you take the egg and drop it in the bag. It cracks and makes a mess. (The mess is a vivid picture in your mind that strengthens the picture of "egg" even more.) So by the time the next person comes out of nowhere and hands you a loaf of **bread**, you don't want to put it in the bag, so you carry it in your other hand. You hold it by the tie and it twirls as you walk.

This is a long story so far, but remember, you're not writing a story on paper, you're just thinking of it in your mind, so it goes rather quickly. In fact it often goes so quickly through your mind that the added, extra detail is very helpful in remembering later. The more ways you experience an object -- if you think of its appearance, its touch, its smell, etc. -- the more likely you'll remember it later!

Suddenly, there's **bacon** on the sidewalk as you're walking, and it crunches under your feet. The grease gets on your shoes. Next there's **cheese** on the ground, and you walk on it. Yuck! Now there's grease and gooey cheese on your shoes. When you get to the store, there's no restroom or water fountain, so you, strangely, just take a gallon of **milk**, open it, and pour it on your shoes to clean them! (Don't worry, this is only imagination -- you would never do this in real life!)

Wow, what an exciting finish to the story. Notice that we didn't just put all the grocery items in the bag one by one. The instances would be so similar we'd get them mixed up! So a lot of variety was used. The story was so fun that, no doubt, you can stop right now, look away from this document, think through the story again and remember perfectly the five items. Try it again tomorrow morning and see if you still remember!

Memorizing Long Lists

The grocery list was easy, but what about longer lists, such as a list of all of the states of the United States? If you forget a word in a middle, the chain is broken and you've lost the rest! Also, if you want to remember the 15th state -- useful if you memorized the states in order of population or size -- you have to recall the first fourteen. Another way to memorize lists is to use what are called"peg words."

Before we begin, memorize this short list of peg words. Note that they are numbered, and the peg word actually does translates into the correct number, so you should be able to form some associations right away.

1. Hat
2. Hen
3. Ham
4. Rye
5. Hill

Practice recalling the peg words before continuing.

Now, let's use the peg words to memorize a list of the five biggest cities in Michigan, in order: Detroit, Grand Rapids, Warren, Flint and Lansing. We'll take each of the peg words and place them next to each item in the cities list. Next, we'll form some simple paired associations between the words. Note that instead of making a huge chain, we are now working with only pairs.

	PEG	ITEM	ASSOCIATION
1.	Hat	Detroit	Picture large top-hat with Model T cars stiched on it in an interesting pattern
2.	Hen	Grand Rapids	Hen steps into a river, then is quickly carried away and gushes through rapids
3.	Ham	Warren	Ham on platter is given to Warren Beatty (movie star), who looks at it oddly
4.	Rye	Flint	Start with rye bread. Use Flint and steel to make spark to burn the bread!
5.	Hill	Lansing	The hills are alive with the Sound of Music (movie)! The whole land begins to sing!!

After studying the above associations, cover it up, then look at the five peg items by themselves. Can you name all five cities on the list? Hopefully, you can. Note that we've solved our problem. Our long chain of items has been changed to a numerical chain, an easy list of 1, 2, 3, 4, 5. These correspond to a certain peg item, which, after a little practice, you can easily name. Finally, we associate simple pairs of words: the peg words with the actual list of items. You probably could have done it easily by using the short list method -- I didn't want to give you a huge example so fast -- but it's obvious that this method would be very helpful for long lists (like the 50 states).

To memorize longer lists, all you need to do is memorize a basic set of peg words <peg.htm>, words which are derived from their associated numbers directly. Some example words are given below; you can also come up with your own. Try to come up with the shortest possible words for your list, because many different words can stand for a number, and you want to reduce the number of possibilities. (When memorizing numbers that aren't peg words, you can use longer words, because in that case, you will only be converting words to numbers, and a word always produces a unique number.)

1. Hat	11. Dot	21. Net	31. Mat	41. Road
2. Hen	12. Town	22. Nun	32. Moon	42. Rain
3. Ham	13. Dime	23. Name	33. Mummy	43. Room
4. Rye	14. Tire	24. Nero	34. Mower	44. Aurora
5. Hill	15. Doll	25. Nail	35. Mule	45. Roll
6. Shoe	16. Tissue	26. Notch	36. Match	46. Rash
7. Cow	17. Duck	27. Neck	37. Mug	47. Rock
8. Ivy	18. Taffy	28. Knife	38. Movie	48. Roof
9. Bee	19. Tape	29. Knob	39. Map	49. Rope
10. Toes	20. Nose	30. Mouse	40. Rose	50. Lace

The peg words method for lists is great for lists of items that must be in a specific **order**, because peg words are tied to specific numbers. Assuming you've previously memorized the five peg words, note how easily you can come up with the 4th item -- just go 4... rye... Flint -- without

having to go through items 1 through 3 first. For unordered lists, where the assigned number is not important, you could even exchange items in the list to come up with easier associations.

Further Reading

   This document is only a brief introduction to ways of improving your memory. There are books in publication that explain concepts even more fully, provide more examples and give even more techniques. One such book is *How to Master Your Memory*, by Dave Lewis, Gulf Publishing Company, 1962. There are plenty of others <books.htm>, too. Check your library.

Pop Quiz

Now that you are finished reading this document, let's test your memory. Can you answer ANY of the following questions?
1. What time does your plane take off (in the hypothetical example)?
2. What street is your hypothetical football field located on?
3. Can you name the word associated with any of the following (that you learned for practice earlier on)? Elephant, fur, moat, mouse, popcorn, toothbrush, train, umbrella.
4. What word did you learn earlier that you very vividly associate with the word "trowel"?
5. Who lives on Lincoln Street?
6. How many books are in the Old Testament?
7. When is your bowling tournament?
8. What are the periodic numbers for potassium, silver and gold?
9. What was your hypothetical employee ID number?
10. What were the five items on your shopping list?
11. What is the third-largest city in Michigan?

  If you could answer many of the questions, it should be a very powerful example of how well this way of memorizing things works. Even though you may have read some of the earlier material a long time ago, the impressions that you made on your memory then have stuck around!
  Now, practice, practice, practice. If you find that the system works, but you are a bit slow, I promise you that you will improve in time, given enough practice. Memorize your next shopping list. Memorize your license plate number or a neighbor's. Memorize a serial number on a dollar bill at the beginning of the day, then at the end of the day, recall it.

Are Associations Necessary?
(Or, "Do I really need to do a lot of 'work'?")

  Well, I have a friend (James Anderson - he'll probably appear on the "Jeopardy!" game show someday) who can just go right down a list of names, facts, or whatever and memorize it very quickly without using any kind of "tricks" [1] <assoc.htm> or other memory techniques that I describe in The Memory Page documents. For him to do so would probably just slow him down! But this is a rare, gifted person -- most of us can't memorize things quite that easily. Therefore, association is just one basic *tool* that we can use to remember things more easily and effectively. We don't have to use the tool, but, for *most* of us, it can help us enormously.
  "Think of your existing memory as a scaffold upon which to fit new information," says University of Michigan cognitive researcher Denise Park, PhD. "Don't isolate new information

out 'in left field.' Always relate it to something." [2] <assoc.htm>

Memory experts would agree -- association is a proven, highly effective technique. Nevertheless, countless numbers of people dismiss the method because it seems like it's too hard, too silly, or simply *too much work*. Well, sometimes it is more work, but a little extra effort done at first will save a lot of time (and anguish) later on.

Does it seem too hard? Here's a secret: **practice**. Forming associations may be hard at first because you're not used to doing it... just like riding a bike is hard, or ice skating, or typing, or whatever. But with practice you can really perform well. I just thought of a good metaphor, so maybe I can elaborate even more. We all know that to type properly you have to put your left hand on ASDF and your right on JKL;. You also have to use the correct fingers to hit the letters. To someone who is used to hunt-and-peck typing, forcing yourself to use the right keys is going to really slow you down and seem tedious. But with much practice, you can type faster, and faster, and faster... until you reach 60, 80, even 100 words/minute, something not possible with hunt-and-peck.

Here's an example of how the memory tool of "association" has helped me. To remember names, I associate names with faces. So I have to think of pictures for names, like "Shave" for "Dave," "Cave-in" for "Kevin," "Cross" for "Chris," etc. It was a bit hard at first because it took a while for me to think up a good picture for people's names. But eventually I developed standard pictures for many common names, and I now can go much faster. Now, every time I see a Mike, I think of a microphone. All I have to do is associate a microphone with the most prominent feature on the Mike's face and I'm set.

This can apply to you, too, in whatever you are trying to memorize, whether it is names and faces, mathematical formulas, historical figures, movies, delivery routes, etc. In practice, you will find that patterns will emerge, and you can do it much faster. You'll be surprised at how much and how quickly you can learn! I certainly surprised myself. Can you believe I've now memorized the capitals for all the countries of the world? A few years ago I thought I'd never be able to do something like that (or have the time for it). But with the memory techniques and a little practice I have achieved what seemed to be impossible.

End Notes

1. Most of the books out there on improving your memory describe techniques such as association, links, peg words, etc. If you are one of those rare people who don't need to use these techniques, or if you are totally convinced that associations and other "tricks" are not right for you, then I would suggest the following book:

Halacy, D.S. *How to Improve your Memory*. New York: F. Watts, 1977.

This is an interesting book because it offers a different perspective on memory. Regardless of whether or not you use the usual memory techniques, there is a lot of practical, helpful advice in the book.

2. Quoted from USA Weekend <http://www.usaweekend.com> Magazine, 1-3 January 1999 issue, page 10.

Memorizing vocabulary and/or foreign words

I received an Email message from someone who got a little confused about how to memorize vocabulary words. Actually, it's quite easy. Here's the Email message and my response.

Every week I have to take a vocabulary test. Very hard words AND definitions. I cant think of any lists to do which to use

pictures for the word AND definition. Any suggestions?

You do not need to make a *list* to memorize vocabulary words. All you need to do is make a picture for the word, a picture for the definition, then link them together. Example:
polemic: a verbal attack on a belief or opinion

   You might think of a MICrophone on a long POLE (a pole-mic, even though it's pronounced differently), then you might think of it tipping over and falling right on top of a policital candidate giving a very passionate speech to a crowd... then the microphone itself starts talking and criticizing the politician! That's a very vivid picture that will instantly come to mind during a vocabulary test. Try it! You may be slow at first, but with a little practice, you will surprise yourself!

Here's another Email and response.
   I'm having trouble using mnemonic systems for memorizing foreign words. I've been reading the memory book by lorayne and
   lucas, and there example works for concrete words, but for abstractions, it's not easy. I try forming ludicrous movies in my heads
   between the German pronunciation and its meaning in English, but i'm not finding myself all too successful in remembering the
   meanings of those words. Like sometimes, I can see the movie in my head, but I cant interpret it, since the English meaning is also
   an abstraction; e.g., words like sorgfältig for sincere.

   I think you're on the right track. But yes, abstractions are a bit more difficult since you can see an object like "chair" but you can't see "sincere". One way is to think of some stereotype for the word. For example, you might think of Pinnochio for "lie" or Abraham Lincoln for "honesty".
   If you can't think of a stereotype, you can just pretend the English word is a foreign word. So let's work with *sorgfältig*. I don't know the correct pronunciation, so I'm just going to use Sorg-fall-tig. I might think of "Borg" (from Star Trek) and "fall" (a verb). Now for sincere. I might think of "sing and see her". Now to put that all in a story. A Borg walks along a plateau top and clumsily walks right over the edge of a cliff and falls -- *kersplat!* -- to the bottom. Of course, being a part-robot creature, it survives the fall, and after a short pause, rolls over on its back, opens its eyes and looks up. It starts to sing a song to express its pain, "oooowwwwwwwwwwchhhh oooowwwwwweeeeee-eeee", and when it does, a secret panel opens in the cliff wall, and a female Borg looks down at the fallen Borg. He sees her!
   So, when I start with *sorgfältig*, I think of the Borg-fall story, and at the end the Borg "sings and sees her", which sounds like "sincere". That's a long way to go, but it works. After seeing *sorgfältig* about 10 times I'll probably start thinking "sincere" to myself without having to recall the whole movie. After about 20 times I'll probably think of the **concept** of "sincere" without even thinking of the English word to represent it. That is the ultimate goal. But the little movie is very helpful at first because you can learn the word quickly without having to run to the dictionary all the time.

   You can think of your **own** story for *sorgfältig* that uses the correct pronunciation and that works best for you, using objects and pictures that you personally are familiar with.
   I hope this example/idea helps you!